

The
Lloyd Williamson
Nurseries

Behaviour
Policy

Introduction

“Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.” (From Every Child Matters Statutory Framework for Early Years Foundation Stage, Department for Education and Skills, 2007)

At LW Nurseries we believe children are born with unique personalities and they learn their behaviour from their surroundings and experiences. We (adults / staff and parents/carers) aim to work in partnership to set a good example whilst allowing the children the opportunity to experience and explore the world around them.

We will encourage and support the children:

- To become confident, independent and self-assured
- To respect themselves, others and the environment
- To express their thoughts and feelings in an appropriate way.
- To develop resilience with supportive strategies, enabling them to manage challenges.

Aims

We aim to:

- develop in each child a sense of self-respect and growing self-esteem
- support pro-social behaviour, including consideration and the development of empathy for others
- develop social skills such as negotiation and problem-solving.
- develop a caring attitude towards others
- support the children in playing with others and share resources
- promote acceptable behaviour, the broad aims of which are shared across cultures

The nursery manager and deputy will:

- Keep up to date with legislation and thinking on handling children’s behaviour.
- Access relevant training (e.g. EduCare and Tapestry) on handling children’s behaviour.
- Monitor all staff training and practice to ensure all training is up to date and being implemented into practice.

Children with English as additional language will be supported in the communication barrier to develop their understanding of positive behaviour.

Encouraging positive behaviour

- We work with the children to create rules that focus on the behaviour we want to see e.g. rather than saying “don’t run”, we say “we walk inside, we can run outside”

- Rather than saying “Good boy/girl” we use praise specifically related to the children's actions or behaviours, e.g. “I like the way you gave Salma a turn with the swing”. If appropriate, we refocus the child's attention on another activity.

We focus on activities and routines to encourage:

- sharing
- negotiation
- co-operation

We encourage responsibility in caring for others and the environment through tidying/setting up activities/gardening etc.

We encourage positive behaviour through play and learning activities circle time/stories/role play/puppets etc.

We model appropriate behaviours in different contexts. →

All staff will:

- Strive to be “emotionally attuned” to children, valuing and accepting their emotions e.g. “I can see you’re sad about that, shall I help you for a moment”, rather than “don’t cry, you’re a big girl now”.
- Praise good behaviour
- Praise good efforts
- Show disapproval of the behaviour, not the child e.g. “That was an unkind thing to do” not “You rude child!”.
- Model how to deal with and sort out difficult situations
- Show empathy towards children and each other, naming and recognising emotions

Key Person

All children at our nurseries are allocated a Key Person. The key person has particular responsibility for working with a small number of children and families, supporting effective communication. This is vital when dealing with areas of difficulty. Using the key person approach enables practitioners to get to know their children really well, meeting their needs and responding sensitively to their feelings, ideas and behaviours. We believe that working closely with families is vital for the identification of children’s learning needs and to ensure a quick response to any areas of difficulty, but especially when children are having problems with their behaviour.

Dealing with Conflict

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children learn the skills they need to manage conflicts, through guidance and modelling.

Ways to support children include:

- Encourage children to be assertive and to say/sign “no” clearly, say “I don’t like that”, etc. Where a child appropriately asserts “no” and the other child responds, it is not usually necessary for an adult to get involved.

- Thinking developmentally, so if a child is at an early stage of development, then sharing resources will be very challenging, so two of something may need to be provided.
- Modelling language and approaches like “me next”; “can I have a turn?”; Using a 2, 3 or 5 minute sand timer for visual representation of the time to wait for their turn. We encourage older children to use the sand timers independently to solve sharing issues with their friends.
- Show children that we actively listen to the ideas, needs and wants of others.
- Show simple approaches to sharing like “I’ll do one, you do the next.”
- Support and promote open-ended experiences that promote collaboration, e.g. block play. If a conflict needs adult intervention to be resolved, this is our approach:
- We listen to both children.
- We encourage children to say how they feel (“it hurt”, “I’m sad” etc.)
- We ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, we impose a solution and explain why.
- If a child has hurt another, we ask them to find a way to help the other child feel better. This could involve saying sorry, comforting the other child or agreeing to be friends. We avoid a situation where a child expresses a grudging “sorry”, and might instead model an apology by saying sorry to the injured party.
- If a child has been hurt or is distressed, then we initially focus attention on that. We then deal with the behaviour of the other child next.
- If necessary, we state a clear boundary, “remember, kind hands in nursery.”
- If necessary, we move one child away from the other’s play.
- It is important to spend time settling the children back into positive play – we don’t deal with an incident and then walk away too soon.
- Where possible, we notice positive behaviour shortly afterwards and praise it e.g. “I can see you are sharing now, well done.” Bilingual staff play a key role in helping with incidents where children are at early stages of learning English.

Whole Nursery strategies for supporting children with challenging behaviour

1. Give three verbal indications to the child that their behaviour is not acceptable - Firstly - quietly discuss it with the child, secondly - remind them again and thirdly - indicate through your tone of voice. This communication needs to be developmentally appropriate.
2. Remove the child to another activity within the room - give the child a reason for doing so. Staff should give time to the situation and be at the child's eye level.
3. Thinking time: In some situations, “thinking time” will be used where behaviour is repeatedly challenging in order to give time for reflection and calming down. This may be

used if behaviour continues after verbal interventions and other strategies have been used.

Biting

Children bite for various reasons – small children naturally use their mouths as a means of exploration, they may bite because they are experiencing teething pain, some lack skills to cope with situations, some children use it as a way of saying “No” when they do not have the language to do so, and some use it as a defence mechanism. Some children may bite because they feel threatened by situations such as a new baby or a new partner in mum’s life, the death of a family member or a mother returning to work. Biting is a normal stage of development in young children and is usually a temporary condition.

When biting occurs:

- The biter is told that it is unacceptable (tailored to his/her age and understanding) and distracted/redirected to another activity.
- As with other behaviours, explain to the child that it is the behaviour, not the child that is unacceptable.
- Whatever the reason for the biting, the bond between child and practitioner should be as warm and reassuring as possible.
- Look at the context of each biting incident for pattern, in order to prevent further biting.
- Take the time to look for patterns in the biter's environment and emotional state at each episode. Does the child always bite the same individual? Is the biter simply exhausted, or hungry? Be ready to intervene immediately, but carefully.
- Teaching children age-appropriate ways to control themselves encourages the development of confidence and self-esteem.
- We can guide children towards self-control and away from biting.
- If a pattern emerges, inform the parent/s, and work together to help the child through this period. Work as a team – practitioners and parents may identify possible reasons for a child's biting – and respond accordingly. While practitioners may be more familiar with positive behaviour techniques, parents are experts on their own children's behaviour.
- When informing the parent of the bitten child, the confidentiality of other children involved will be maintained
- Explain to parents that they should not ‘bite back’ a child for biting.
- If a pattern emerges, follow the same steps as below in “Procedure if a child’s behaviour is causing concern”.
- For those practitioners working with older children who bite, it is important to assess and perhaps work intensively on the helping the child to express his/her wants and needs if they cannot verbalise, rather than focus alone on the biting, as often they bite due to frustration at not being able to express themselves.
- The bitten child will be comforted and First Aid administered as required.

Procedure if a child’s behaviour is causing concern:

1. If the Key person/SENCo and/or family identify a behaviour that is causing concern above what is normally experienced in a typical Early Years setting, staff will implement a graduated response through observing the child closely, planning appropriate experiences to support the children, reviewing progress after a designated time and taking further action if necessary.

2. If there is no improvement, staff and families will work together using the strategies described above to reduce incidents of unwanted behaviour.
3. A behaviour plan may be written with support from the SENCo, so that everyone can follow a consistency of approach.
4. If there is little or no improvement in the child's behaviour, with families' permission, other professional help will be sought (possibly Health Visitor, Community Paediatrician, Speech and Language Service, Educational Psychologist).

Updated August 2023

Next Review due: August 2025 or as necessary

Lucy Meyer
Proprietor and Director

Appendix 1

Have respect / be gentle – Don't hurt anyone

Examples of behaviours which break this rule:

Violence towards others

Intentionally hurting others- spitting/biting/kicking

Selfish/Aggressive behaviour

Running within school building

Not walking safely to the Venture Centre

Be kind, polite and helpful – Don't hurt peoples feelings

Examples of behaviours which break this rule:

Swearing at an adult
Walking away when being spoken to by an adult
Swearing amongst peers
Being deliberately mean to each other
Answering back
Name calling

Be honest – Don't cover up the truth

Examples of behaviours which break this rule:

Stealing
Lying to parents, staff, children about own part in an incident
Automatic denial

Look after property – Don't waste or damage property

Examples of behaviours which break this rule:

Violence to property or vandalism
Lack of respect for school's or other people's property

Work hard – Don't waste time

Examples of behaviours which break this rule:

Taking too long to go to the toilet
Showing a lack of organisation of books and equipment
Lateness
Never doing homework
Deliberately wasting lesson time

Listen to people – Don't interrupt

Examples of behaviours which break this rule:

Not listening
Doing what they've just been told not to (deliberately)
Distracting others
Interrupting
Fidgeting/fiddling